



About the unit/ Where this unit fits

This unit introduces children to the idea of plants as living things which grow and change. Children should become aware of similarities and differences in plants.

In this unit, it is provided a basic understanding of how plants are born, grow, reproduce, what they need to live and the fruits we obtain from them.

Experimental and investigative work focuses on:

- turning ideas into a form that can be tested
- making and recording observations
- using results to communicate what happened and to draw conclusions.

Children also have opportunities to link their knowledge of how plants grow to their understanding of science and to ways in which growing plants should be treated with sensitivity. The importance of helping to protect the natural environment, respecting plants as living things and what we obtain from them.

This unit takes approximately 9 hours.

This is the introductory unit for plants.

Builds on Unit 1A 'Ourselves'

Children need:

- to know that animals (including humans) are alive and grow.

Links with Units 1D, 2B, 2C.

Prior Learning

Children need to know that animals (including humans) are "living things" because they are born, they grow, they reproduce and they die.

Language used in the unit

In this unit children will have opportunities to use:

- words and phrases for making comparisons
eg tall/taller/tallest, like, similar to, different from.
- words relating to plants *eg branch, flower, root, stem, seeds, seedlings, plants, leaf, weed, fruit,*

Important Resources

- Planted seedlings or seeds.
- Small plants in pots or tubs or garden which will flower either during the winter or later in the year
eg pea, broad bean, mung bean, amaryllis, sunflower, marrow.
- Pot plant to be re-potted.



	<p><i>trunk, flowers, skin, pulp.</i></p> <ul style="list-style-type: none">• Words relating to vegetables and fruit eg <i>vegetable garden, carrots, lettuce, tomato, spinach, cauliflower, asparagus, pear, apple, nut, wheat</i>• words and phrases relating to living and non-living things eg <i>living, non-living, alive, not alive, dead, healthy, grow, reproduce, die.</i>	<ul style="list-style-type: none">• Soil and containers for growing plants.• Collection of pictures of plants of a variety of types.• Large labelled plan/drawing of the school grounds.• Artificial plant.• Wall chart: Plant Life.
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Expectations

At the end of this unit all the children must	name some common plants, identify leaf, root, stem and flower and recognise that plants need water to grow.
At the end of this unit most of the children should	name some common plants, identify the leaf, root, stem and flower of a plant; recognise that plants are living and need water and light to grow and recognise they can investigate the conditions plants need for growth.
At the end of this unit some of the children could	describe differences between plants grown in the light and in the dark and suggest how to find out about what plants need in order to grow well.



Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none">-To revise the living things.-To identify and name living things.	<ul style="list-style-type: none">-Identify and name living things.	<ul style="list-style-type: none">-Wall chart about “living things”.	<ul style="list-style-type: none">-All children must be able to recognize that animals, people and plants are living things.-Most of the children will be able to explain why people, animals and plants are living things.-Some of the children could name what living things need to be alive.
2	<ul style="list-style-type: none">-To recognize plants as living things.	<ul style="list-style-type: none">-Recognize plants as living things.	<ul style="list-style-type: none">-Copy, learn and perform the rhyme “A tree”.	<ul style="list-style-type: none">-All the children must be able to recognise plants as living things.-Most of the children will be able to explain why plants are living things too.-Some of the children could name what plants need to be alive.
3	<ul style="list-style-type: none">-To identify and name different plants (in the immediate environment).-To treat growing plants with care.	<ul style="list-style-type: none">-Name some plants found around the school: daisy, dandelion, rose and name groups of plants: trees, grass moss.	<ul style="list-style-type: none">-Mini-book about plants and groups of plants with their names.	<ul style="list-style-type: none">-All the children must be able to name some plants and name groups of plants.-Most of the children will be able to recognize when plants should not be pulled up.-Some of the children could describe orally, by drawing or



4				in simple writing what the plants are like.
	-To identify and explain how - plants grow well and what they need.	-Identify and explain how plants live correctly.	-Mini-book about "Growing a plant"	-All the children must identify how plants grow well and name what they need. -Most of the children will be able to explain what they are doing. -Some of the children could describe the life cycle of a plant correctly.
	-To plant a seed and make observations of that. -To use a "Growing Plant Chart" to record their observations and to communicate what happened.	-Recognize and say that the plant has grown. -Communicate observations in drawings and descriptions.	-Perform the experiment "Plant a Seed" and start with the "Growing Plant Chart".	-All the children must be able to plant a seed. -Most of the children will be able to explain what they are doing. -Some of the children could communicate observations and write descriptions in the Growing Plant Chart.
	-To identify and name the parts of a plant.	-Identify and name the parts of a plant.	-Learning the song "Let's grow a plant"	-All the children must be able to identify and name the parts of a plant. -Most of the children will be able to recognise and say that the plant has grown. -Some of the children could



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Didáctica de la Lengua y la Literatura (inglés)
Adapted from British Curriculum Unit Template
Mercedes Mato Clemente

			suggest why we grow plants and how they change as they grow.
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Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
7	<ul style="list-style-type: none"> -To be able to work together. -To make a Mural about the "Parts of a plant" 	<ul style="list-style-type: none"> -Make the mural and stick on the labels on the right place, working all together. 	<ul style="list-style-type: none"> -Mural about "Parts of a plant" 	<ul style="list-style-type: none"> -All the children must be able to work together and name the parts of a plant. -Most of the children will be able to recognise the importance of helping to each other. -Some of the children could appreciate what the others are doing.
8	<ul style="list-style-type: none"> -To identify and name the characteristics of fruits and seeds. 	<ul style="list-style-type: none"> -Identify and name the characteristics of fruits and seeds. 	<ul style="list-style-type: none"> -Make a drawing of a real apple in half with the seeds in their exercise books and write the names. 	<ul style="list-style-type: none"> -All the children must name some fruits and identify the seeds. -Most of the children will be able to identify and name the characteristics of fruits and seeds. -Some of the children could explain how a fruit grows and the different types of a seed.
9	<ul style="list-style-type: none"> -To identify and name different vegetables and the parts we eat. -To identify that plants provide food for humans. 	<ul style="list-style-type: none"> -Identify and name different vegetables and the parts we eat. -Identify that plants provide food for humans. 	<ul style="list-style-type: none"> -Wall chart about vegetables. 	<ul style="list-style-type: none"> -All the children must be able to state that humans eat some plants and name some vegetables and fruit. -Most of the children will be able to identify and name which part of some plants we



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				eat. -Some of the children could explain why is important for humans to grow plants.
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Lesson 1st

Learning objectives		Learning outcomes		Evidence for Assessment	
-To revise the living things. -To identify and name living things.		-Identify and name living things.		-Wall chart about “living things”. -An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
-Narrative -Interactive -Imperative -Instructions			-Living things: people, animals and plants. -Living things are born, grow, reproduce and die. -Non-verbal language: dramatize “are born, grow reproduce and die.		
Outline of leading activities					
-Write the date and the weather on the blackboard and say it aloud. -Write the learning objectives on their notebooks. -Walk around the school and they name the living things they can see. -Wall chart about “living things”.					
Timing	Grouping	Pupils	Teacher	Resources	
10'	Whole class	-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud. -Write the learning objectives in their notebooks.	-Asks the children the date and the weather. -Takes the register. -Asks for the responsible people today	-Cards: days, months, season and weather. -Blackboard.	
15'	Whole			-Wall chart about	



	class	-Write the learning objectives in their notebooks. -Revise living things and they say which are the main characteristics of the "living things" : they are born, they grow, they reproduce and they die.	-Explains that not only animals and people are living things, but also plants also. -Help them to understand: are born, grow, reproduce and die.	living things.
15'	Whole class	-Walk around the school and they name the living things they can see.	-Takes the children for a walk around the school and ask them to name living things they can see there.	-The school and the playground.
10'	Groups of 4	-Choose and glue some pictures of living things to a light cardboard.	-Gives the children many pictures and instruct them to choose and glue some pictures of living things to a light cardboard.	-Pictures of living things. -Light cardboard. -Glue.

Assessment Criteria

All children must be able to recognize that animals, people and plants are living things.	Most of the children will be able to explain why people, animals and plants are living things.	Some of the children could name what living things need to be alive.
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Lesson 2 nd

Learning objectives		Learning outcomes		Evidence for Assessment	
-To recognize plants as living things.		-Recognize plants as living things.		-Copy, learn and perform the rhyme “A tree”. -An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
-Narrative -Interactive -Imperative -Instructions			-Words related to plants and animals: flowers, tree, butterfly, ant, bird... -Non verbal language: dramatization of “body, head, queen”.		
Outline of leading activities					
-Write the date and the weather on the blackboard and say it aloud. -Write the learning objectives on their notebooks. -ICT’s activity “Plants and animals in the local environment”. -Copy, learn and perform the rhyme “A tree”					
Timing	Grouping	Pupils	Teacher		Resources
10'	Whole class	-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud. -Write the learning objectives in their notebooks.	-Asks the children the date and the weather. -Takes the register. -Asks for the responsible people today		-Cards: days, months, season and weather. -Blackboard.
	In pairs				



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20'		-Make an activity based on ICT's called "Plants and animals in the local environment"	-Explains the children how to play with this game about "Plants and animals in the local environment"	-Interactive board. -Internet. -Computers.
20'	Whole class	-Copy, learn and perform the rhyme "A tree"	-Writes the rhyme on the board and teach to perform	-Board. -Notebooks.

Assessment Criteria

All children must be able to recognize plants as living things.	Most of the children will be able to explain why plants are living things too.	Some of the children could name what plants need to be alive.
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Lesson 3rd

Learning objectives			Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none">-To identify and name different plants (in the immediate environment).-To treat growing plants with care.			<ul style="list-style-type: none">-Name some plants found around the school: daisy, dandelion, rose and name groups of plants: trees, grass moss.		<ul style="list-style-type: none">-Mini-book about plants and groups of plants with their names.-An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted			
<ul style="list-style-type: none">-Narrative-Interactive-Imperative-Instructions-Descriptive.			<ul style="list-style-type: none">-Plants and group of plants: daisy, dandelion, rose, tree, grass, moss, carrot...-Adjectives: big, small, thin, tall, short, long.-Colours.			
Outline of leading activities						
<ul style="list-style-type: none">-Write the date and the weather on the blackboard and say it aloud.-Write the learning objectives on their notebooks.-Repeat the names and point to those plants the teacher has said.-Watch the video “To the garden”.-Draw some plants they have learnt and below the drawing they write their names.-Make a mini-book about plants and their names.						
Manage	Timing	Grouping	Pupils		Teacher	Resources
	10’	Whole class	<ul style="list-style-type: none">-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and		<ul style="list-style-type: none">-Asks the children the date and the weather.-Takes the register.-Asks for the responsible people today	<ul style="list-style-type: none">-Cards: days, months, season and weather.-Blackboard.



		say it aloud. -Write the learning objectives in their notebooks.		
10'	Whole class	-Repeat the names and point to those plants the teacher has said. -They learn the treatment we should give the plants.	-Tells them the name of the different plants and later on he asks them to stand up and point to those which he says. -Explain the children that we must treat growing plants with care.	-Wall chart: "Plant Life".
5'	Whole class	-Watch the video "To the garden".	-Puts them the video "To the garden".	-Video: "To the garden"
25'	Individual ly	-Draw some plants they have learnt and below the drawing they write their names.	-Explains them what they have to do to make a mini-book.	-Sheets with the scheme of themini-book.

Assessment Criteria

All children must be able to name some plants and name groups of plants.	Most of the children will be able to recognise when plants should not be pulled up.	Some of the children could describe orally, by drawing or in a simple writing, what the plants are like.
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Lesson 4th

Learning objectives		Learning outcomes		Evidence for Assessment	
-To identify and explain how plants grow well and what they need.		-Identify and explain how plants live correctly.		-Mini-book about “Growing a plant”. -An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
-Narrative -Interactive -Imperative -Instructions -Descriptive			-Words: plant, pot, soil, hole, seed, water, sun, bean, grow.		
Outline of leading activities					
-Write the date and the weather on the blackboard and say it aloud. -Write the learning objectives on their notebooks. -Point to the proper flashcard and put them into the right order. -Show the teacher the picture card and the label he asks for. -Put the pictures cards and the labels in the right order. -Put the numbers in the right order in the worksheet. -Write the missing words in the text.					
Timing	Grouping	Pupils	Teacher		Resources
10'	Whole class	-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud. -Write the learning objectives in their notebooks.	-Asks the children the date and the weather. -Takes the register. -Asks for the responsible people today		-Cards: days, months, season and weather. -Blackboard.



20'	Whole class	-Ask them to repeat what the teacher explains. -Ask them to point to the proper flashcards. -Put the flashcards in the right order.	-Presents the vocabulary with flashcards. "What you need for growing a bean plant?".	-Flashcards: "What you need for growing a bean plant?"
15'	In pairs	-Show the teacher the picture card and the label he asks for. -Put the pictures cards and labels in the right order.	-Asks the children to show him the picture card and the label he asks for. -Asks them to put them in the right order.	-Small cards of "Growing a bean plant".
5'	Individual ly	-Write the numbers in the right order in the worksheet. -Write the missing words in the text.	-Gives each student a worksheet and tells them to write the numbers in the right order and write the missing words.	-Worksheets.

Assessment Criteria

All children must be able to identify how plants grow well and name what they need.	Most of the children will be able to explain how plants grow well and what they need.	Some of the children could describe the life cycle of a plant correctly.
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Lesson 5th

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none">-To plant a seed and make observations of that.-To use a “Growing Plant Chart” to record their observations and to communicate what happened.		<ul style="list-style-type: none">-Recognize and say that the plant has grown.-Communicate observations in drawings and descriptions.		<ul style="list-style-type: none">-Perform the experiment “Plant a Seed” and start with the “Growing Plant” Chart.-An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
<ul style="list-style-type: none">-Narrative-Interactive-Imperative-Instructions-Descriptive			<ul style="list-style-type: none">-Expressions: it is taller, it has more leaves, its stem is fatter.Descriptions: it has two leaves, now it has many...		
Outline of leading activities					
<ul style="list-style-type: none">-Write the date and the weather on the blackboard and say it aloud.-Write the learning objectives on their notebooks.-To perform the experiment “Plant a seed”.-Record all changes in a “Growing Plant” Chart.					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	10'	Whole class	<ul style="list-style-type: none">-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and	<ul style="list-style-type: none">-Asks the children the date and the weather.-Takes the register.-Asks for the responsible people today	<ul style="list-style-type: none">-Cards: days, months, season and weather.-Blackboard.



		say it aloud. -Write the learning objectives in their notebooks.		
35'	Whole class	-Plant a seed in the same way that the teacher does. -Put the pots in a right place, near the window.	-Gives each student a plant pot, some soil, a seed, a bottle of water and tell them they are going to plant a seed. -Tells them to put the pots in a right place.	-Plant pots, soil, seeds, bottles of water...
5'	Individual ly	-Write their names, the date of the first record and the month, in their own charts and keep them till be necessary to register any change with the pot.	-Gives each student a "Growing plant" chart and asks them to record all happens with the seed.	-"Growing plant" Chart

Assessment Criteria

All children must be able to plant a seed.	Most of the children will be able to explain what they are doing.	Some of the children could communicate observations and write a description in the "Growing Plant" Chart.
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Lesson 6th

Learning objectives		Learning outcomes		Evidence for Assessment	
-To identify and name the parts of a plant.		-Identify and name the parts of a plant.		-Learning the song “Let’s grow a plant”. -An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
-Narrative -Interactive -Imperative -Instructions -Descriptive			-Words: roots stem, leaf, leaves, flower, trunk, fruit. -Comparison: taller than... -Perform the song “Let’s grow a plant”.		
Outline of leading activities					
-Write the date and the weather on the blackboard and say it aloud. -Write the learning objectives on their notebooks. -Games with flashcards about the parts of a plant. -ICT’s activities: “Label plant parts”, “the parts of a plant”, “growing plants”. -Learn and perform the song “Let’s grow a plant”.					
Timing	Grouping	Pupils		Teacher	Resources
10’	Whole class	-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud. -Write the learning objectives in their notebooks.		-Asks the children the date and the weather. -Takes the register. -Asks for the responsible people today	-Cards: days, months, season and weather. -Blackboard.



10'	Whole class	<ul style="list-style-type: none">-Points to the different parts of the plant in the flash card and name those parts.-Look at the real plants and describe them a little bit.	<ul style="list-style-type: none">-After presenting the vocabulary asks the children to point to the different parts of the plant.-Shows the children a real plant and removes it from its pot to show them its roots.	<ul style="list-style-type: none">-Flashcard with a plant and its parts.-Real plant.
20'	In pairs	<ul style="list-style-type: none">-Make activities based on ICT's called: "Label plant pots", "The parts of a plant", "Growing plants".	<ul style="list-style-type: none">-Explains the children what to do in the different activities.	<ul style="list-style-type: none">-Interactive board.-Computers.-Internet.
10'	Whole class	<ul style="list-style-type: none">-Learn and perform the song "Let's grow a plant"	<ul style="list-style-type: none">-Teaches the song "Let's grow a plant".	

Assessment Criteria

All children must be able to identify and name the parts of a plant: roots, stem, leaves, flower.	Most of the children will be able to recognise and say that the plant has grown.	Some of the children could suggest why we grow plants and how they change as they grow
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Lesson 7th

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none">-To be able to work together.-To make a Mural about the “Parts of a plant”		<ul style="list-style-type: none">-Make a mural and stick on the labels on the right place, working all together.		<ul style="list-style-type: none">-Mural about “Parts of a plant”.-An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
<ul style="list-style-type: none">-Narrative-Interactive-Imperative-Instructions-Descriptive			<ul style="list-style-type: none">-Words: colour paper, scissors, cut out, glue, stick on.-Parts of the plant: root, stem, leaves and flower.		
Outline of leading activities					
<ul style="list-style-type: none">-Write the date and the weather on the blackboard and say it aloud.-Write the learning objectives on their notebooks.-Make a mural about “Parts of the Plant”.					
Timing	Grouping	Pupils		Teacher	Resources
10'		<ul style="list-style-type: none">-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud.-Write the learning objectives in their notebooks.		<ul style="list-style-type: none">-Asks the children the date and the weather.-Takes the register.-Asks for the responsible people today	<ul style="list-style-type: none">-Cards: days, months, season and weather.-Blackboard.



5'		-Revise the parts of the plant	-Asks the children to name those parts he show in the flashcards.	-Flashcard with the parts of the flower.
35'		-Make a mural: "Parts of the plant" with their own coloured paper hands. -Put the labels in the right place.	-Instructs them how to draw their hands on the paper and after that how to cut them out.	-Brown paper, green paper, red paper, yellow paper and blue paper. -Labels: flower, leaves, stem and roots.

Assessment Criteria

All children must be able to work together and name the parts of a plant.	Most of the children will be able to recognise the importance of helping to each other.	Some of the children could appreciate what the others are doing.
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Lesson 8th

Learning objectives		Learning outcomes		Evidence for Assessment	
-To identify and name the characteristics of fruits and seeds.		-Identify and name the characteristics of fruits and seeds.		-Make a drawing of a real apple in half with the seeds in their exercise books and write the names. -An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
-Narrative -Interactive -Imperative -Instructions -Descriptive			-Fruits: peach, apple, melon, water melon, nut.		
Outline of leading activities					
-Write the date and the weather on the blackboard and say it aloud. -Write the learning objectives on their notebooks. -Make a drawing of a real apple in half with the seeds and write the name. -Make a drawing of a nut with its parts.					
Timing	Grouping	Pupils	Teacher		Resources
10'	Whole class	-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud. -Write the learning objectives in their notebooks.	-Asks the children the date and the weather. -Takes the register. -Asks for the responsible people today		-Cards: days, months, season and weather. -Blackboard.



15'	Whole class	-Identify, name and point to the parts of the fruit: skin, pulp, seed.	-Explains where the seeds are in a fruit and that some fruits only have one big seed (peach), whereas others (melon) have a lot of tiny seeds. Cuts a real apple in half and let them look at the seeds.	-Fruit: peach, apple, melon.
5'	Whole class	-Identify, name and point to the parts of a nut.	-Explains the children that nuts also have seeds inside their hard shell and the seeds inside are the nuts we eat.	-Nuts.
20'	Individually	-Make a drawing of the real apple in half with the seeds and write the names. -Make a drawing of a nut with its parts.	-Explains the children how to make the drawings and what to write.	-Exercises books.

Assessment Criteria

All children must be able to name some fruits and identify the seeds.	Most of the children will be able to identify and name the characteristics of fruits and seeds.	Some of the children could explain how a fruit grows and the different types of seeds.
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Lesson 9th

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none">-To identify and name different vegetables and the parts we eat.-To identify that plants provide food for humans.		<ul style="list-style-type: none">-Identify and name different vegetables and the parts we eat.-Identify that plants provide food for humans.		<ul style="list-style-type: none">-Wall chart about vegetables.-An assessment register.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
<ul style="list-style-type: none">-Narrative-Interactive-Imperative-Instructions-Descriptive			<ul style="list-style-type: none">-Vegetables: lettuce, egg plant, spinach, carrot, cauliflower, asparagus.-Parts we eat: seed, flower, fruit, leaves, stem, root.		
Outline of leading activities					
<ul style="list-style-type: none">-Write the date and the weather on the blackboard and say it aloud.-Write the learning objectives on their notebooks.-Games with flashcards and labels of vegetables.-Wall chart about vegetables.					
Timing	Grouping	Pupils	Teacher	Resources	
10'	Whole class	<ul style="list-style-type: none">-Review the days of the week, the months of the year, the season and the weather in order to write the date and the weather on the blackboard and say it aloud.-Write the learning objectives in their notebooks.	<ul style="list-style-type: none">-Asks the children the date and the weather.-Takes the register.-Asks for the responsible people today	<ul style="list-style-type: none">-Cards: days, months, season and weather.-Blackboard.-	



15'	Whole class	-Identify and name vegetables.	-Shows the pupils flashcards of vegetables to identify and name.	-Vegetable cards.
10'	In pairs	-Show the teacher the card and label that he pronounces.	-Gives the children small cards and labels of vegetables.	-Small cards of vegetables and labels.
15'	Groups of four	-Glue some pictures to a light board and write their names.	-Gives the children many pictures and instruct them to choose and glue some pictures of vegetables to a light board.	-Pictures of vegetables. -Light cardboard. -Glue.

Assessment Criteria

All children must be able to state that humans eat some plants and name some vegetables and fruit.	Most of the children will be able to identify and name which part of the plants we eat.	Some of the children could explain why it is important for humans to grow plants.
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